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AUTHOR Starkweather, Ann, Ccmp.
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ABSTRACT

These instructional objectives have been selected frcm materials submitted tc the Curriculum Laboratory of the Graduate Schcol of Education at UCLA by Janice Sumler and Lauren Weisberg. Arranged by major ccurse gcals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructcrs to translate cther instructional units into specific measurable terms. For other objectives in this course see: ED 033 701 (African History). (MB)

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Instructional Objectives for a Junior College Course in African History

Ann Starkweather, Compiler

ERIC Clearinghouse for Junior Colleges
University of California
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INFORMATION

SET 1

AFRICAN HISTORY

UNIT I

Prehistory of Africa, the birthplace of mankind.

Goal: The student will understand the theories of evolution of man from his primate state to the present as seen through archaeological reconstruction.

Objectives:

1. In class, with 80% accuracy, the student given a list of the scientific names of the early ancestors of man found in Africa, will match them with the correct statement concerning their significance.

2. In class, given 15 items describing the Stone, Iron, and Bronze Ages in Africa, the student with 75% accuracy will determine if they are true or false.

Unit II

The Geography and the Ecology of Africa.

Goal: The student will become aware of the various geographical features of Africa, and appreciate the role ecology has played in the history and in the formation of the various cultures of the continent. The student will also dispel any false ideas that Africa is a land of jungle and wild animals.

Objectives:

1. Given an outline map of Africa showing only the major waterways, in class the student will label correctly 20 cities, rivers, lakes and geographical areas from a list of 25.

2. The student will actively participate in a classroom discussion concerning the ecological problems of Africa and the effects they have had on her history.
(To be discussed; the testse fly, the sahara desert, rainfall, etc.)

Unit III

Africa at the Dawn of History. (Kush, Ethiopia, Egypt)

Goals: The student will gain an awareness of the three great acient civilizations of Eastern Africa and of the Black Africans' contributions to each of these empires.

Objectives:

1. Outside of class, in 200 words or less, the student will compare the ancient civilizations of Kush, Ethiopia, and Egypt. The essay should include the similarities and differences in culture, political formation, and military strength.

2. Given a list of 6 famous pharohs of Egypt, in class the student will write 2 major accomplishments that 5 of the kings obtained during their reigns.

Unit IV

The Early Empires of the Western Sudan. (Ghana, Mali, Songhay)

Goals: The student will appreciate the greatness and the splendor of these ancient African kingdoms and understand the factors that lead to their decline.

Objectives:

1. In class, given a list of 20 statements concerning these three empires and their leaders, the student will determine whether they are true or false with 80% accuracy.

2. Given a list of the causes for the decline of one of the three empires, the student will in class arrange the factors in the order of their importance and write a paragraph explaining the significance of each. 100% accuracy is required for the satisfactory completion of this objective.

3. Outside of class, in 250 words or less, the student will compare the similarities and the differences of the three kingdoms. The essay should discuss their status as middlemen in trade, leadership of each kingdom, and their length of existence.

Unit V

African Culture

A. African customs, poems, folk tales

Goal: The student will understand the nature of the fundamental customs of African society i.e., Polygamy, tribalism, religion, and laws, as seen through African literature.

Objectives:

1. Outside of class, the student will read one of the assigned autobiographies. After which, he will actively participate in a classroom discussion comparing American and African life styles.

2. Given a list of African poems and tales, in class, the student will select two. After reading them, the student will write a paper of 200 words or less explaining what the works imply about African culture.

B. The Fine Arts of Africa

Goal: The student will become aware of and appreciate the Fine Arts of Africa by actually experiencing them during an African Festival Night. (To be held one night on campus during the semester. The festival will utilize the talents of the class members.)

Objectives:

1. The student will sign-up to work on one of the following committees:
   a. Food--This committee will assist me in the preparation of the African dishes to be served. (Planton, Foo Foo, Jolowf rice and Ofe.)

   b. Fashion Show--The members of this committee will model traditional African attire during the evening.

   c. Decoration--This committee will decorate the room with various African art pieces and other artifacts.

2. For the class meeting following the festival, the student will prepare a paper of 200 words or less outside of class describing the part of the festival he most enjoyed. The paper is also to include any suggestions for improvement of the evening.

Unit VI

The African Slave Trade.

Goal: The student will understand the indigenous institution of African slavery as it existed before the coming of the Europeans. The student will also become aware of the factors involved in the operation of the Atlantic Slave Trade, and he will realize the effects it had on African society.

Objectives:

1. Given 30 items on various aspects of slavery, the student will in class determine with 80% accuracy if they are characteristic of the ancient, indigenous african slavery or the European invoked trade.

2. In class given a list of 25 items concerning the Atlantic slave trade, the student will state whether they are true or false with 90% accuracy.

3. Outside of class, the student will in a paper of 300 words or less imagine himself an African boy or girl about to be placed aboard a slave ship bound for America. The student is to express his feelings as he leaves his home, family, and friends.

4. In class given a list of five effects that the slave trade had on african societies, the student will choose one of them and with authority be able to explain a paragraph why he feels it is important.

Unit VII

Colonialism and the African Resistance.

Goals: The student will become aware of the various European powers who actively engaged in the "Scramble for Africa", and he will understand their reasons for doing so. The student will know about the African leaders who resisted this imperialism.

Objectives:

1. In class, given a list of European nations, the student will match them with 75% accuracy to the African nations that they colonized.

2. In class, given a list of 5 leaders who resisted colonial rule, the student will write a short paragraph explaining

the success or failure of 3 of them.

3. In class the student will actively participate in a discussion of the reasons for the "African Scramble".

Unit VIII

20th Century Resistance Movements.

Goals: The student will become aware of the current guerrila warfare undertaken by Africans to free themselves of European neo-colonialism.

Objectives:

1. Outside of class, the student will in 400 words or less write a paper comparing the revolutionary movement in Kenya in the 1950's and the guerrila struggle going on in Guine Bissau. The paper should include the cultural background, and the form of revolutionary ideology embraced by each movement.

2. In class, given a list of 10 characteristics of a revolutionary ideology, the student will with 75% accuracy determine whether or not they have been utilized by the P.A.I.G.C. in Guine Bissau.

Unit IX

Africa Today.

Goal: The student will recognize Africa's present economic, polotical, and social problems, and he will be aware of the continent's eagerness to catch up technically with the Western world. Also students will acquire knowledge of the apartheid policy of the Union of South Africa.

Objectives:

1. Outside of class, the student will collect 3 recent newspaper articles concerning problems facing African nations today. These articles will be brought into class where they will be the topic of a classroom discussion. The student is encouraged to think of possible solutions to these problems.

2. Given a list of 25 items concerning segregation and racist policies, the student will in class with 80% accuracy whether or not they are characteristic of South Africa's apartheid system.

SET 2

UNIT I

Introduction to African Historiography

This unit will begin with a pre-assessment through discussion and a brief multiple-choice survey of the students knowledge of Africa. Why study Africa? will be discussed. Lectures will begin with a general introduction to the study of African history. Methods for reconstructing the African past will be presented. The geography of the continent, the peoples, and the diversity of life styles will be outlined as background for the course. African pre-history and ancient times; origins and migrations will be traced.

Objectives

I. Goal: The student will understand the reasons for studying African history. He will be aware of the historian's tools.

Objective: 1. In class, the student will have 30 minutes to write a short essay (150-200) words on the topic, "The History of Africa is Literally the History of Mankind," Is this a valid statement, why or why not? 100

2. From a list of 5 methods for reconstructing African history, the student will choose 3. In class, he will explain in 25-50 words apiece, how each may be utilized by the historian. 90

II. Goal: The student will be aware of the diversity of the African continent and the many types of people who live there.

Objective: 1. From a list of 10 peoples, the student will choose 5, and identify them as to pastoralists, hunters and gatherers, agriculturalists, or townspeople. He will do this in class, in 15 minutes.

He will state where they have traditionally made their home and how they have traditionally made their living. 85

III. Goal: The student will understand the influence of Egypt, Meroe, and Kush on African development and will be aware of the contraversy regarding diffusionist vs. indigenous development.

Objective: 1. In a discussion group in class, the student will state the argument of the diffusionist school or of the the indigenous school and will give evidence supporting one view. 85

2. Given a true-false 25 question exam, the student will correctly respond to 18 questions in 20 minutes, on African origins and historical development. 90

IV. Goal: The student will be aware of the contraversy surrounding the origins and migrations of Bantu and Nilotic speakers, as they peopled the continent.

Objective: 1. Given a list of 6 authors and 10 theories for tracing the movements of Bantu speaking peoples, the student will correctly match each author with the appropriate theory. Five is the minimum level for achievement. 90

UNIT II

Early Modern Times--African Statebuilding

The student should gain a knowledge of the many types of political state systems that have evolved in Africa. This unit will survey the formation of states in different regions of Africa. Stateless societies, conditions which led to the formation of highly centralized states, and factors which brought about their decline or conquest will be presented. Emphasis will be upon the great African Empires that rose and fell between the Third and the Nineteenth Centuries.

Objectives

I. Goal: The student will understand the process of state-building in Africa. He will know about highly centralized states and about stateless societies (developed without commonly recognized political institutions). He will know the period in which they developed and when they reached the height of their power.

Objective:

1. In a 3-5 page paper written at home, the student will compare and contrast the development of two empires in West Africa: Ghana, Mali, Songhai, Mossi, Kanem-Bornu or Benin. He will include such factors as the government of the empire, the economy, state religion, structural strengths and weaknesses of the empire and reasons for its decline and fall. 95

2. On a map, the student will correctly identify 8 out of 10 African states that developed before 1800 and roughly (within 50 years) date them at the height of their development. 80

3. On a take-home quiz, the student will, given a description of 15 African states in East, Central, West Africa, identify correctly at least 12 by name, period of development, and region. 85

UNIT III

Africa in the World Economy

This unit will consider pre-colonial trade in Africa. The development of trade, from local trading units to long-distance trade routes will be discussed. Two models will be used; the trans-Saharan trade of West Africa and the coastal and interior trade of East and Central Africa. The beginnings of the slave trade, its growth and importance to the world economy will be presented. Traditional slavery in Africa, European modifications, social and moral implications and effects of the trade on African societies will be dealt with. Repercussions of the trade in human cargo for the 20th Century will be discussed.

Objectives

I. Goal: The student will understand the processes involved in the development of long-distance trade in Africa.

Objective: 1. The student will write, outside of class, a paper from 5-7 pages comparing and contrasting trade in two societies in pre-colonial Africa. He will include items of trade, trade routes, growth of the trade, distribution of products and stimulants to the trade. 90

2. In a group discussion, the student will answer one question on the role of the market-place in African societies. He will be expected to offer a minimum of 5 distinct services that African markets perform. 90

II. Goal: The student will be able to trace the beginnings and growth of the Atlantic and Indian Ocean Slave Trades and will be able to compare and contrast the two.

Objective: 1. Outside of class the student will write a 3-5 page critical book review of Basil Davidson's The African Slave Trade or Philip Curtin's The Atlantic Slave Trade. He will make a critical assessment of the book and he will be expected to draw upon other readings and lectures in order to put the book review into some kind of context. He will answer "Is it very original?" "How does it develop the subject?" "How can you account for its position and viewpoint" "What was your reaction to the book?" 75

III. Goal: The student will be aware of the effects of the slave trade on African societies.

Objective: 1. Given a list of 15 effects of the slave trade on African societies, the student will rank them in order of importance. He will write up to 25 words for each of his first five choices, validating his reasons for this ranking. 85

IV. Goal: The student will understand the relationship between the African Slave Trade and contemporary attitudes towards black people in the United States and relations with the Third World in general.

Objective: 1. Outside of class, the student will write an essay of 500-1000 words on the following quotation,"In order to justify the enslavement of the black man, the white man was obliged to create an image of an animal, a being less than a man." He will be expected to use at least 5 specific examples based on the readings and class lectures. 95

UNIT IV

African Art, Music, Literature, Religion

The African spirit has long integrated art, music, literature, and religion into the total life of the people. This unit will explore the richness and variety of African culture and heritage. Traditional African religion and belief systems will be discussed. The influences of Islam and Christianity on African religions will be outlined.

Objectives

I. Goal: The student will gain an appreciation for African music, art, and literature and will be aware of African contributions to these fields.

Objective: 1. After viewing filmstrips on art and music, listening to records on music and dance, and looking at art portfolios (available in African Arts Study Kits); the student as part of a group, will examine and discuss the materials in class from the perspective: "What does this reflect about African life?" 100

2. The student will, in class, list 6 out of 7 influences of African music upon American jazz. 90

3. The student will bring into class one example of African folklore and one poem from a contemporary African poet. 95

II. Goal: The student will know about traditional African religious-belief systems and will be aware of changes brought about by the introduction of Islam and Christianity.

Objective: 1. Given a list of 40 general aspects of religion in Africa, the student will, in class, identify them

as to whether they are indigenous, introduced by Islam or by Christianity. 30 correct is minimum level of achievement. 75

UNIT V

The Nineteenth Century in Africa--Period of Transition

The 19th Century is becoming increasingly important to the study of African history. A transitional period, the 19th Century witnessed the destruction of many political and belief systems. More important however, was the creation and development of new political and social entities. This unit will discuss the 19th Century in terms of a crisis of change vs a crisis of collapse. The external and internal factors which created this crisis will be presented. The beginnings of European involvement in African affairs will be discussed.

Objectives

I. Goal: The student will understand the importance of the 19th Century to the study of African history.

Objective:

1. In class, the student will participate in a discussion of the 19th century in Africa. He will answer at least one question on one of the following topics: the Fulani Jihads of West Africa, the Nguni migrations of Southern Africa, the role of the Arab-Swahili traders in East Africa, or the European penetration of the interior. 85

2. The student will prepare, outside of class, a 3-5 page paper on the Fulani jihads and discuss them their signigicance to West Africa in terms of religious, military, and political factors. 80

3. The student will read the Zulu Aftermath, and will, in a class period,write an essay discussing the factors involved in the emergence of the Zulu kingdom. He will also include its consequences for

19th century Central and Southern African societies. He will discuss the impact on neighboring peoples, vast migrations precipitated, foundation of kingdoms such as Swazi, Ngoni, Basuto, and Ndebele. 80

4. The student will prepare an oral presentation for class which will cover the complex movements caused by the expansion of the Zulu kingdom. He will be expected to discuss how tribal institutions were adapted to meet the requirements of new African states. He will discuss the process by which peoples of different tribal origins were united into common political systems. 45

II. Goal: The student will be aware of the change vs collapse views of the 19th century and understand why it has been characterized as a period of crisis.

Objective: 1. In a 40 minute quiz in class, the student will study a list of 30 elements and indicate whether they reflect change or collapse in African societies. 22 correct will be minimum level of achievement. 75

2. The student will write a short essay in class (100-250) words, arguing for either a crisis of collapse or change view of the 19th century. He will use at least 5 specific examples to support his views. 85

III. Goal: The student will understand the beginnings of European involvement in African internal affairs and be aware of the implications of this involvement.

Objective: 1. Outside of class the student will write a 5-7 page thematic essay which traces the activities of Europeans in one African society or in one region. He will include explorers, missionaries, traders, and government agents. He will explain how their activities culminated in the Berlin Congress for the Partition of Africa in 1884-5. 75

UNIT VI

THE COLONIAL PERIOD

The main focus of this unit will be political--since the most overwhelming fact of the colonial period was the loss of independence by Africans. Economic, religious, educational and social change in general will be considered primarily as they bear upon politics. Emphasis will be placed upon the kinds of changes taking place in African societies and African institutions. African responses to European invasion will be stressed: resistance movements, and the beginnings of nationalism as a demand for a political part of the modernization process.

Objectives

I. Gaal: The student will understand the variety of African responses to the imposition of colonial rule. He will see how the old view of the African as helpless before the invader with his superior skills and weapons does not hold up under investigation.

Objective: 1. Given a list of 15 African leaders or tribal names (ie Samori Ture, Hehe), the student will correctly match 13 to the descriptions of rebellions or resistance movements they were involved in. He will do this in class in 20 minutes. 80

2. In an essay of not more than 500-700 words, written in class, the student will compare and contrast 2 resistance movements that occurred before 1910. He will include traditions of revolt, causes of the revolt, and reasons for its success or failure.

3. Given a list of 7 African leaders who led resistance movements between 1890 and 1910, the student will choose two and briefly describe their careers. He will include decisions they made, choices open to

them, and their strategy for revolt. 85

II. Goal: The student will know the differences and similiarities between French, British, Belgian, and German colonial policies,

Objective: 1. As a long term project, the student will write a 10-15 page thematic essay on any aspect or aspects of colonial policy. His paper will include a thesis statement, the importance of his topic to the understanding of the colonial period, and specific examples illustrating his theses. 75

2. Given a list of 45 characteristics of colonial policies (educational, social, political, religious, economic) the student will correctly identify 30 as to whether they are British, French Belgian, or German in origin. 70

III. Goal: The student will understand the rise of nationalism in colonial territories--its roots, traditions, its diversity in forms of development, its overt and covert manifestations, and its relationship to the gaining of independence.

Objective: 1 In a group discussion, the student will discuss the politics of opposition and change in one African society. He will discuss specific events within the society, within the colony, outside the colony, that contributed to the growth of nationalism. 80

2. In a 30 minute quiz in class, the student will compare and contrast the role of one tribe in West Africa and one tribe in East Africa in the struggle for independence in their respective countries. 85

UNIT VII

Independence and Modern State-building

The struggle for independence, granting of independence, and independent African states will be covered in this unit. Economic. social, and political problems and progress since independence will be surveyed. The plural societies of South Africa and Rhodesia will be discussed. Current nationalist struggles for independence in the Portuguese colonies of Guiné Bisau, Angola, and Mozambique will be discussed and their importance to the future of the African continent and to the world will be analyzed.

Objectives

I. Goal: The student will know about the struggles for independence in the early 1950's and how they affected the granting of independence after 1957.

Objective: 1. In a 3-5 page essay written at home, the student will discuss the events in Ghana which led to Independence. He will include leadership, political parties, colonial pressures and privileges, and the importance of Ghanian independence to colonies elsewhere on the continent. 80

II. Goal: The student will understand the role of western education trade unions, tribal associations. and independent churches to the independence process.

Objective: 1. In a class discussion, the student will comment upon the following quote " Western education has been the most revolutionary of all influences operative in Sub-Saharan Africa since the imposition of colonial rule. It has been the instrument for the creation of a class indispensable for imperial rule,

but one which has invaribly taken the leadership in challenging and displacing that rule " 90

2. The student will on a 40 minute quiz in class outline the development and significance of independent churches in Southern and Central Africa He will use at least 3 examples. 90

III. Goal: The student will understand the problems facing modern African nations since independence and will be aware of the progress made towards alleviation of these problems.

Objective: 1 In a 20 minute quiz in class the student will list in order of seriousmess, 10 given factors which are crucial to the development of African states ie.illiteracy, industrialization, tribalism, and poverty. He will be expected to validate his choices in an oral discussion. 80

2. The student will write a brief essay in class (+- 500 words) comparing the policies of Nyerere in Tanzania and Senghor in Senegal. He will say how each has effected the lives of the people and the development of the country since independence. 85

IV. Goal: The student will be aware of the particular problems facing Africans in South Africa, Rhodesia, and the Portuguese colonies and will understand their implications for the future.

Objective: 1. The student will view a film on the problems created by minority rule in Southern Africa. He will participate in an oral discussion on the question " What are the people doing to change the situation?" 100

2. The student will read outside of class, The Struggle for Mozambique. He will write a short critique stating why guerrilla warfare was necessary, what problems the guerrillas are facing, and what are the chances for success. He will relate his responses to other movements discussed in class. 85